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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 1: provide activities which enable students to clarify attitudes toward life roles and careers. The following six activities are included: (1) how do I feel about my science project and presentation? (2) occupational prestige ranking; (3) quotes from the world of work; (4) twenty-four-hour decision-making grid; (5) what are my aptitudes? and (6) self-concept and job change. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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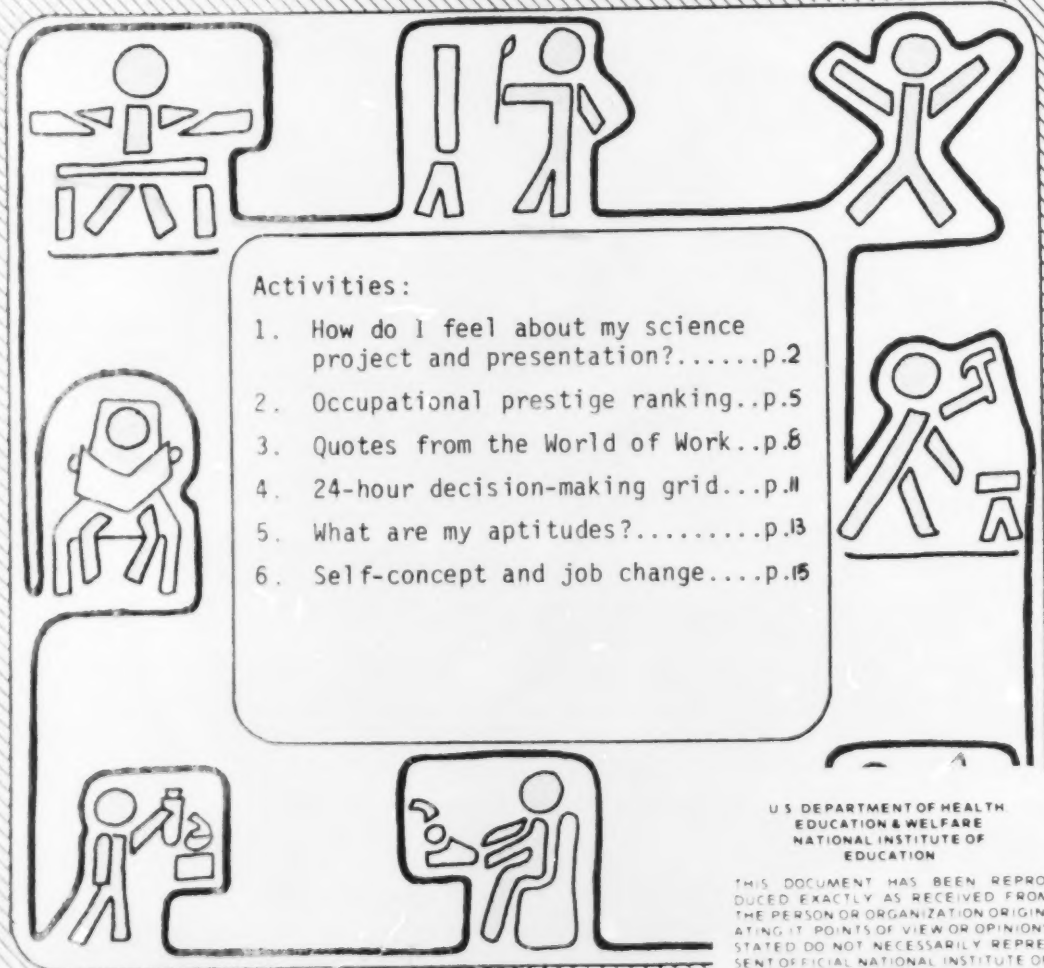
LANGUAGE ARTS & SCIENCE

sample career education activities

grades 7-12

ATTITUDES



Activities:

1. How do I feel about my science project and presentation?.....p.2
2. Occupational prestige ranking..p.5
3. Quotes from the World of Work..p.8
4. 24-hour decision-making grid...p.11
5. What are my aptitudes?.....p.13
6. Self-concept and job change....p.15

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ATTITUDES

Competency #1: Provide activities which enable students to clarify attitudes toward life roles and careers.

CE 019 666

SEVEN CAREER EDUCATION COMPETENCIES FOR LANGUAGE ARTS AND SCIENCE TEACHERS, GRADES 7 - 12

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.
2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.
3. Help students identify and use community resources which are related to their career development.
4. Create opportunities for parents to help their chilcren understand career education.
5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.
6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.
7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHING ACADEMIC SUBJECTS & CAREER EDUCATION

In Oregon, career education is built around the concept that each individual must learn to function effectively in six life roles: Citizen, consumer, family member, individual, learner, and producer. A major characteristic of Oregon's concept is that it is not a separate instructional program but is an intergral part of each curriculum area. Within the instructional and support programs, career education provides learners with experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work.

A comprehensive career education approach affects all grade levels, in all units and courses of study. Students can learn of possibilities of employment, but they also learn how a subject relates to other life roles that would provide them with a stimulating, emotionally rewarding lifestyle.

A major goal of any program ought to be to provide students with the reading, writing, listening, and other related communications skills which will enable them to function as effective human beings. To be an effective producer, each person must acquire and maintain a certain body of these skills. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen, and living, both in and out of school.

Through an understanding of career education concepts, all teachers can begin to identify and develop strategies for including career education within the scope of their programs. The following material is an attempt to offer suggestions and ideas to infuse these disciplines with career education activities.

TEACHER COMPETENCY I: PROVIDE ACTIVITIES WHICH ENABLE STUDENTS TO CLARIFY ATTITUDES TOWARD LIFE ROLES AND CAREERS

Much instructional time is devoted to helping students better understand themselves and their personal goals. The activities on the following pages provide many different avenues through which students may clarify attitudes, interests, and values about occupational choices. Through emphasizing positive rather than negative qualities, the activities enhance both the students' feeling of worth and his own career development.

Title:

HOW DO I FEEL ABOUT MY SCIENCE PROJECT PRESENTATION?

Activity 1

Competency:

#1 Attitudes

Related Competencies:

#5 Instruct. Materials

Level:

11-12

Instructional Goal: The student will evaluate and rank feelings generated by participation in a science project presentation, for the purpose of realizing how feelings affect their attitudes.

Number of People:

Varied

Time:

two 45-minute periods

Materials/Resources:

Feeling data sheet (attached)

Procedures:

Introduction:

Science fairs or science project presentations can be a valuable part of the student's science experience. Students derive great satisfaction in the development of displays and projects which have resulted from their independent work.

I. During or after completion of a student science project, the teacher will ask the participants to:
   - A. List feelings they can identify which are related to:
     1. their actual work on the project.
     2. people's reaction to the student's disply.
   - B. Use the lists they have compiled to record the following. (See attached sample form)
     1. Put an "*" next to the feelings they would rate as good feelings.
     2. Put a "•" next to the feelings they would rate as negative feelings.
     3. Put a "T" next to feelings which would guess as being shared by most students participating in the project.
     4. Put an "S" next to feelings which they perceive as being strong, an "N" next to the feelings they perceive as being neutral, and a "W" next to feelings perceived as weak.
     5. Put a "B" next to those feelings which would influence you to begin this type of project again.

II. After placing the students into groups of three, use the above student generated information, and ask students to respond to the following questions: (Each group may keep its own tally of responses.)

Procedures, continued

HOW DO I FEEL ABOUT MY SCIENCE PROJECT PRESENTATION? Con't.

Activity 1

A. Do the results of your analysis indicate more positive or negative feelings toward future projects?
B. Does this analysis reflect your general feelings about the project? Toward future projects?
C. Using the feeling data sheet, how does your list compare to other lists in your group?
D. Do others in your group share the same strength of feelings about their experiences?
E. How many people in your group would start a similar project because of the feelings this project has generated?
F. How do your feelings relate to how other people reacted to your project?
G. How are your feelings related to the amount of satisfaction you feel toward your project?

Developed By: Allan Hughes

COMPETENCY I, Activity 1

RATING SHEET

Feelings	(*) Good	(■) Negative	(T) Shared	(S,N.W) Strong Neutral Weak	(B) Would Influence
1.					
2.					
3.					
4.					
5.					
6.					

Title:

Occupational Prestige Ranking

Activity 2

Competency:

#1 Attitudes

Related Competencies:

#7 Career Choice

Level:

8-10

Instructional Goal: Given the opportunity to complete an Occupational Prestige Ranking Sheet and discuss its results, the student will be able to discuss how the status ranking of an occupation affects a person's feelings toward that occupation.

Number of People:

Total class

Time:

One 45-minute class period

Materials/Resources:

"Prestige Ranking Sheet" (attached)

Procedures:

1. The teacher will ask individual students to indicate their answers to the following choices:
   Which of these jobs has more status than the other?
   ...furnace cleaner or auto mechanic
   ...lawyer or milkman
   ...gargage collector or nurse
   ...plumber or doctor
   Then explain that not all occupations have the same status in our society.

2. The teacher will introduce the word "prestige" in terms of occupations and discuss its meaning with students.

3. The students will help the teacher formulate a list of low-prestige jobs and a list of high-prestige jobs to demonstrate their understanding of the term "prestige."

4. Given the "Prestige Ranking Sheets," the students will rank-order the selected occupations in terms of status in our society. (Students should be instructed to ignore the columns marked "Actual" and "I-A" and fill in only their individual responses.)

5. The teacher will explain that many people nationally were asked to rank-order the same occupations. The results were: Have students record these results in "Actual" column on their papers.

5. (Continued)

Occupational Prestige Ranking

12	Writer of Books	10	Welfare Counselor
14	Newspaper Writer	11	Public School Teacher
15	Policeman	7	Dentist
9	Banker	8	Psychologist
1	U.S. Supreme Court Judge	5	College Professor
6	Lawyer	2	Physician
13	Undertaker	4	Scientist
3	State Governor		

6. (Optional) After students have recorded the actual results, the teacher will instruct the students to score how closely they ranked the occupations to the national results in column I-A. (To do so, students will figure the difference between the Individual column and the Actual column and then total the differences. The students with the smallest total came closest.)

7. The students will discuss the results of the actual ranking and how a person in a low-ranking occupation might feel about being in a low-prestige job. (Especially consider the dilemma of the policeman who feels he is risking his life in his job, yet is ranked lowest of all the given occupations.)

8. (Optional) Students will choose one of the listed occupations and write a first-person narrative in which he reveals this person's self-image.

Adapted by: Carol Campbell and Karen North
Source: A general survey of unknown origin.

COMPETENCY I, Activity 2

PRESTIGE RANKING SHEET

Rate the following occupations from 1-15, use 1 to indicate the job with the highest prestige; 2, the next highest, etc. Ignore the columns labeled I-A and Actual until the teacher explains its purpose.

Individual	Actual		I - A
____	____	Writer of Books	____
____	____	Newspaper Writer	____
____	____	Policeman	____
____	____	Banker	____
____	____	U. S. Supreme Court Judge	____
____	____	Lawyer	____
____	____	Undertaker	____
____	____	State Governor	____
____	____	Welfare Counselor	____
____	____	Public School Teacher	____
____	____	Dentist	____
____	____	Psychologist	____
____	____	College Professor	____
____	____	Physician	____
____	____	Scientist	____
		TOTAL	____

Title:

Quotes from the World of Work

Activity

3

Competency:

#1 Attitudes

Related Competencies:

#5 Instruc. Mater. & Commun.

Level:

8-12

Instructional Goal: Given a sheet of quotes from working people, the student will complete an analysis chart to identify a variety of attitudes people may have toward their occupations.

Number of People:

Total class

Time:

One 45-minute class period

Materials/Resources:

Sheet of quotes from world of work and analysis chart for the quotes.

Procedures:

1. The teacher will explain the concept of work attitudes and the students will then discuss work attitudes they are aware of within their own life situations.

2. After the teacher presents each member of the class with a copy of "Quotes from the World of Work" and an analysis chart, each student will analyze the quotes to identify the feelings behind them and record their feelings on the chart.

3. After the students have completed their analysis, the results will be discussed.

Adapted by: Carol Campbell and Karen North

Sources: Working by Studs Terkel, W. C. Fields and Me, by Charlotta Monti.

COMPETENCY I, Activity 3

Analysis Chart

Person Quoted	What feelings or attitudes is this person expressing about work?
Jesusita Novarro, assembler at a television factory	
William Falkner, world-famous author	
Eugene Russell, piano tuner	
Alice Caseschwatz, teacher and author	
Anacin TV Commercial	
Cathleen Moran, nurse's aide	
Eric Hoellen, janitor	
Sharon Atkins, receptionist	
W.C. Fields, talking about a job he once held as a cash boy in a department store.	

QUOTES FROM THE WORLD OF WORK*

Jesusita Novarro, assembler at a television factory-

"I don't care for this. It's too automatic. It's just work, work, work, and I'm not giving of myself. Just hurry up and get it done. Even if you get a job that pays you, if you don't enjoy it, what are you getting? You're not growing up (taps head) up here."

William Falkner, world-famous author-

"You can't eat for eight hours a day nor drink for eight hours a day... all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy."

Eugene Russell, piano tuner-

"Of course I enjoy my work. And I know others in the field have a high opinion of me. Everything we do in our lives has something to do with respectability, what it appears to someone else is not too important as long as we do a good job and as long as we do it honestly."

Alice Caseschwatz, teacher and author-

"I would never do volunteer work. If it is worth being done I should be payed to do it."

TV commercial for Anacin-

"I like my job and am good at it, but it sure grinds me down sometimes, and the last thing I need to take home is a headache."

Cathleen Moran, nurse's aide-

"I'm just doing it because it's a good job and if times ever become like the Depression, they always need nurses. I'd still like to get a master's degree and go into law school or something."

Eric Hoellen, janitor-

"...But do you realize when it snows in the city of Chicago, the janitor's the man who's gotta get there and keep the sidewalks clean? The weatherman on TV, that big bum, he don't say nothin'...They'll talk about everybody in the world, 'Take it easy. Don't work too hard.' And this and that. But there's no mention of the guy that really has to get out there and remove the snow by hand. And that's the janitor."

Sharon Atkins, receptionist-

"A monkey could do my job."

W.C. Fields, world-famous actor and comedian, describing a job he once held as a cash boy in a department store-

"It was easy and gave me a feeling of security, but the trouble was the store had too many entrances and exits. I kept going out and not wanting to come back in again."

*from Working, by Studs Terkel and W.C. Fields and Me by Carlotta Monti

Title:
24-Hour Decision-Making Grid

Activity 4

Competency:
#1 Attitudes

Related Competencies:
#7 Career Choice

Level:
7-9

Instructional Goal: Given decision-making grid, student will become more aware of who influences their decisions and will formulate their feelings about their decision-making.

Number of People:
Total class

Time:
One hour

Materials/Resources:
Crayons
24 Hour Decision-Making Grid (Attached)

Procedures:

1. Hand out decision-making grid with color code.

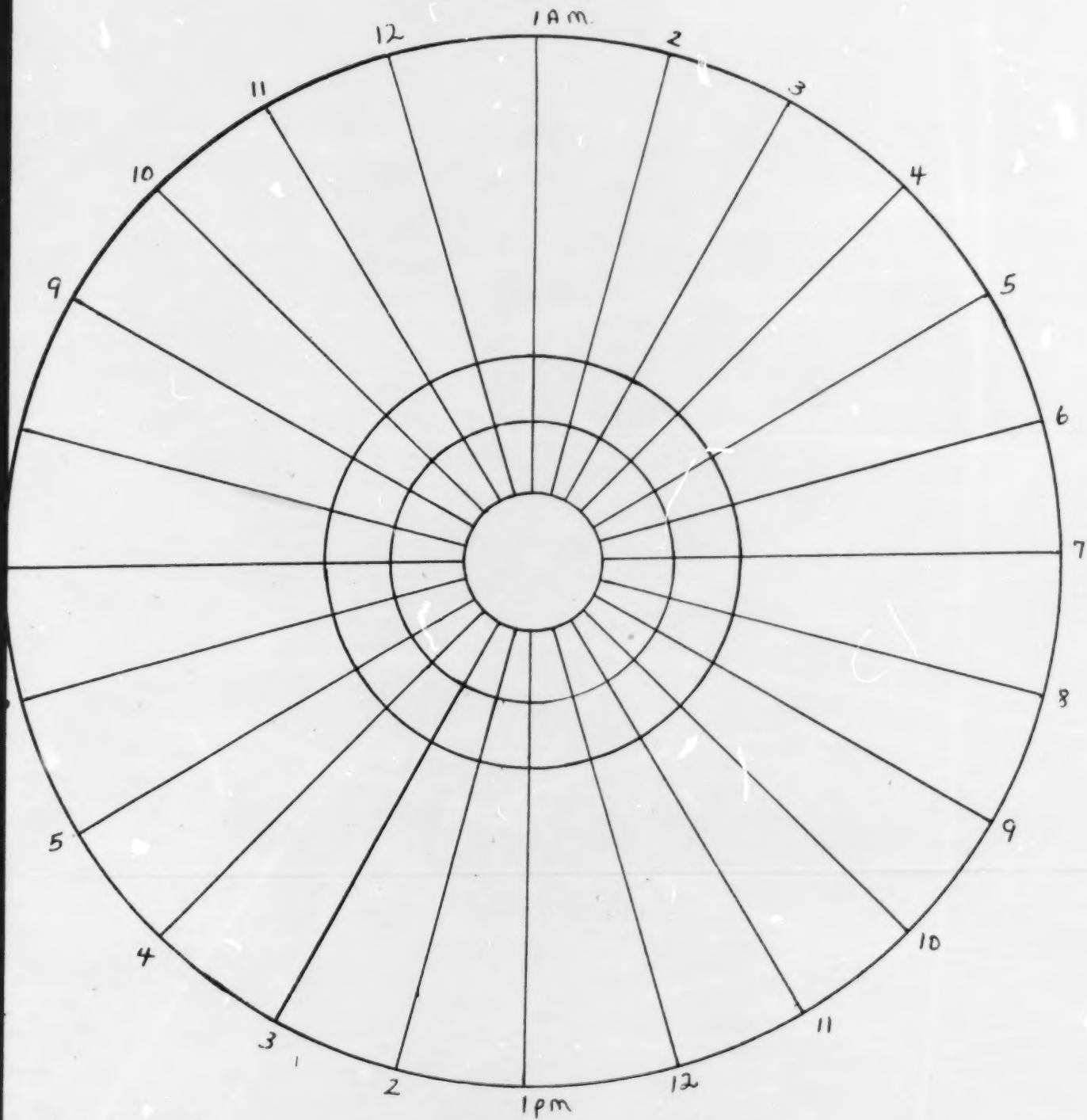
2. Students list the activities or experiences and decisions each hour. Then, following the color code, they color in who influenced each decision and how they felt about it.

3. Students conclude who is influencing most of their decisions, how they feel in general about their decisions, and what values and interests were revealed.

4. Teacher may lead discussion on following topics:
   - How can this information help the student in making future decisions?
   - How can such information be applied to choosing an occupation?

COMPETENCY I, Activity 4

Decision-Making Grid



OUTSIDE RING
State activities and decisions made

SECOND RING
(CONCERNS)
Red - Disliked
Blue - Okay
Green - liked very much

THIRD RING
(WHOSE DECISION)
Yellow - Totally my own
Orange - Mine because someone expected of me
White - someone else

Title:

What Are My Aptitudes?

Activity

5

Competency:

#1 Attitudes

Related Competencies:

#7 Career Choice

Level:

JH, HS, PHS

Instructional Goal:

Students will evaluate themselves on eleven basic abilities.

Number of People:

Individual

Time:

15 minutes

Materials/Resources:

"What Are My Aptitudes?" Sheet (attached)

Procedures:

1. Distribute "What Are My Aptitudes" sheets to students.
2. Students will follow procedure described on sheet.
3. Upon completion of sheet, students will write a brief essay describing how his/her strengths and weaknesses may influence future decisions.

NOTE: This activity is suitable for use in student journals.

What Are My Aptitudes?

The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes, and will indicate your capacity for learning and doing different kinds of work.

Be sure to put your name and date in the center of the wheel.

HANG ON TO THIS! It will be interesting for you to see how your self-assessment changes as your self-concept grows.

Academic learning ability
Ear for Music
Ability to recognize and match various forms
Finger dexterity
Ability to comprehend three-dimensional forms
Memory
Coordination of hands and eyes
Clerical ability to see differences and mistakes in written material
Color discrimination
Ability to understand and use words
Ability to solve problems and use figures

Instructions for using the aptitude wheel:

Grade each of your abilities as you really feel you rate at present. Use the following scale, and place the grade within the broken circle above the appropriate trait.

A - unusual amount
B - above-average amount
C - average amount
D - below-average amount
E - very limited amount

Title:

Self Concept and Job Change

Activity 6

Competency:

#1 Attitudes

Related Competencies:

#2 Job Skills
#7 Career Choice

Level:

9-12 students
Teachers cadre

Instructional Goal: Given the opportunity to complete various tasks depicting personal traits, the student will identify attitudes toward coping with job change and demand.

Number of People:

Total class

Time:

Two class periods

Materials/Resources:

Picture magazines
poster paper, scissors, glue

Procedures:

1. The students will list the following:
   a. The five most significant words that describe them (honest, loving)...
   b. The five most important roles they portray in life (student, church member)...
   c. The five values most important to them (popularity, wealth)...
   d. The five most valued physical possessions (motorcycle, guitar)...

2. The students will cut out pictures from magazines for the following:
   a. Two pictures of how they would like to be
   b. Two pictures of how they see themselves
   c. Two pictures of how others see them
   d. One picture of something they hate
   e. One picture of something they fear

   The students will then make a collage of these pictures and give it a title.

3. Based on their responses to procedures 1 and 2, the students will write three paragraphs:
   a. In paragraph one, they will describe themselves
   b. In paragraph two, they will discuss a career they would like to choose and explain why they made that choice.
   c. In paragraph three, they will hypothesize how they would react if their career expectations could not be attained. (Use barriers-attached)

4. Discuss with students: the importance of knowing yourself

Developed by: Dennis Crow and Ruth Kostur